

Version 1.0



**General Certificate of Education
January 2012**

Sociology 1191

**SCLY1 Culture and Identity;
Families and Households;
Wealth, Poverty and Welfare**

Unit 1

Mark Scheme

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the students' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of students' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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QUALITY OF WRITTEN COMMUNICATION

Where students are required to produce extended written material in English, the scheme of assessment must make specific reference to the assessment of the quality of written communication. Students must be required to:

- ensure text is legible, and spelling, grammar and punctuation are accurate, so that meaning is clear
- select and use a form and style of writing appropriate to purpose and complex subject matter
- organise relevant information clearly and coherently, using specialist vocabulary when appropriate.

The assessment criteria for quality of written communication apply to the assessment of the 24 mark questions. The following criteria should be applied in conjunction with the mark scheme.

The quality of written communication bands must be regarded as integral to the appropriate mark scheme band even though they are listed separately in the mark scheme. Examiners should note that, in the assessment of students' sociological knowledge and skills, the assessment of the Quality of Written Communication will be judged through the assessment of the clarity and appropriateness of the sociological material presented.

In the 1 – 9 band, students' answers are likely to be characterised by the poor logical expression of ideas and the use of a limited range of conceptual terms, perhaps often used imprecisely and/or inaccurately. Spelling, punctuation and grammar may show serious deficiencies and frequent errors, perhaps impairing the intelligibility of significant parts of the answer.

In the 10 – 18 band, students' answers are likely to be characterised by the fair to good logical expression of ideas and the competent use of a reasonable range of conceptual terms. Spelling, punctuation and grammar will be of a reasonable standard. Commonly used words and sociological terms will generally be spelt correctly. There may be minor errors of punctuation and grammar, but these will not seriously impair the intelligibility of the answer.

In the 19 – 24 band, students' answers are likely to be characterised by the very good to excellent logical expression of ideas and the precise use of a broad range of conceptual terms. Spelling, punctuation and grammar will be of a very good to excellent standard. Commonly and less commonly used words and sociological terms will almost always be spelt correctly. Punctuation and grammar will be used correctly throughout to facilitate the intelligibility of the answer.

INDICATIVE CONTENT AND RESEARCH IN THE MARK SCHEMES

Please note that any of the indicative content and research that is presented in the mark bands of the higher mark questions may be present in any of the mark bands, not solely the higher band.

Section A: Culture and Identity

Total for this section: 60 marks

0	1	Explain what is meant by a 'subculture' (Item 1A).	<i>(2 marks)</i>
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Two marks for a satisfactory explanation or definition, such as a group that have their own norms and values that differ from mainstream society.

One mark for a partially satisfactory answer, such as an example of a subculture.

0	2	Suggest two criticisms that other sociologists might make of the postmodernist view of leisure (Item 1A).	<i>(4 marks)</i>
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Two marks for each of **two** appropriate criticisms, such as:

- there is limited choice available
- many people are unable to exercise much choice in their leisure
- leisure is controlled by large organisations and/or the state
- leisure is mass consumed.

One mark for each of **two** partially appropriate answers, such as answers that are relevant but not explicit, eg 'cost'.

0	3	Suggest three ways in which people are socialised into a national identity, apart from the purchase of items such as food, music or clothing.	<i>(6 marks)</i>
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Two marks for each of **three** appropriate ways, such as:

- being taught a common history
- participating in cultural events/activities
- through national symbols such as national flags
- having a common language
- via sporting events
- through the experience of discrimination.

One mark for each of **three** partially appropriate answers, such as answers that are relevant but not explicit, eg 'history'.

0 4

Examine the ways in which sociologists can contribute to our understanding of any **two** of the following: mass culture; folk culture; global culture; popular culture. (24 marks)

0 No relevant points.

1 – 9 Answers in this band will show only limited knowledge and understanding and show very limited interpretation, application, analysis or evaluation.

Lower in the band, there may be one or two very insubstantial points, for example about popular culture, with little understanding of relevant issues.

Higher in the band, answers will show limited, undeveloped sociological knowledge, for example two or three insubstantial points about different examples of cultural activities. Interpretation of material may be simplistic, or at a tangent to the question. Analysis and/or evaluation will be very limited or non-existent.

10 – 18 Answers in this band will show reasonable knowledge and understanding and will show limited interpretation, application, analysis and/or evaluation.

Lower in the band, this may be confined to a competent if basic account, for example of the impact of globalisation on culture. Interpretation may be limited and not be applied explicitly to the demands of the question; for instance, answers may indiscriminately describe different forms of culture without explicitly focusing on the forms of culture in the question.

Higher in the band, knowledge will be broader and/or deeper, and will begin to deal with any two forms of culture though not equally. Material will be interpreted accurately, though its relevance may not always be made explicit. There may be some limited analysis and/or evaluation for example of different perspectives on culture. However this is **not** a requirement to reach the top of this band.

19 – 24 Answers in this band will show sound, conceptually detailed knowledge and understanding of sociological material on any two forms of culture. This will be accurately and sensitively interpreted and applied to meet the demands of the question. The student will show the ability to organise material and to analyse and/or evaluate it explicitly so as to produce a coherent and relevant answer.

Concepts and issues such as the following may appear: capitalism; one-dimensional man; false needs; advertising; high culture; low culture; pluralism; commodity fetishism; authenticity; culture industries; commercialisation of culture; community; Gemeinschaft/Gesellschaft; active audience; choice and diversity; elitism; globalisation; hybrid cultures; cultural imperialism. Analysis and evaluation may be developed, for instance through contrasting functionalist, Marxist and postmodernist views of the role of culture in society or a consideration of the changes in culture in society over time.

Lower in the band, answers may examine a more limited range of material.

Higher in the band, answers may be more detailed and complete, and/or may show a clear rationale in the organisation of material leading to a distinct conclusion.

Sources may include: Bauman; Bourdieu; Durkheim; Gans; Hall; Marcuse; Macdonald; Marx; McGrew; Seabrook; Storey; Strinati; Tonnies.

0 | 5

Using material from **Item 1B** and elsewhere, assess the extent to which social identity is shaped by interactions with others. (24 marks)

0 No relevant points.

1 – 9 Answers in this band will show only limited interpretation, application, analysis and evaluation and will show only limited knowledge and understanding.

Lower in the band, there may be one or two very insubstantial points about identity or material ineffectually recycled from Item 1B with little understanding of relevant issues.

Higher in the band, answers will show limited, undeveloped sociological knowledge, for example two or three insubstantial points about some aspect of social identity. Interpretation of material may be simplistic or at a tangent to the question.

10 – 18 Answers in this band will show some reasonable interpretation, application, analysis and evaluation and will show reasonable knowledge and understanding.

Lower in the band, some potentially relevant material will be presented and a broadly accurate if basic account offered, for example of the looking-glass self, though interpretation and application to the demands of the question may remain implicit.

Higher in the band, knowledge and understanding of material will be broader and/or deeper. The answer will deal specifically with interactionist views on the shaping of social identity and may make limited use of Item 1B (eg to discuss how interaction with others affect identity). Material will be accurately interpreted but its relevance may not always be made explicit. There will be some limited analysis and/or evaluation, for instance of different interactionist approaches.

19 – 24 In this band, analysis and evaluation will be explicit and relevant, and answers will show sound, conceptually detailed knowledge and understanding of sociological material on the extent to which social identity is shaped by interaction with others, drawn from Item 1B and elsewhere. This will be accurately and sensitively interpreted and applied to the demands of the question. Students may consider different interactionist approaches and may contrast them with structuralist accounts.

Concepts and issues such as the following may appear: looking-glass self; impression management; front-stage/backstage; master status; I/me/self; socialisation; stigmatised identity; ideology; macro/micro; structure/action; meaning; labelling; societal reaction; negotiation; self-concept; consensus; conflict; structuration. Analysis and evaluation may be developed, for instance by comparing different sociological perspectives on the shaping of social identity.

Lower in the band, interpretation and application may be less selective and analysis and evaluation less developed and more list-like.

Higher in the band, interpretation and application will be more focused and analysis and/or evaluation more thorough, and answers may show a clear rationale in the organisation of material leading to a distinct conclusion.

Sources may include: Becker; Cicourel; Cooley; Durkheim; Giddens; Goffman; Lemert; Mead; Parsons; Weber; Young.

Section B: Families and Households

Total for this section: 60 marks

0	6	Explain what is meant by the 'dual burden' (Item 2A).	<i>(2 marks)</i>
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Two marks for a satisfactory explanation or definition, such as when a person has paid work but is also responsible for domestic labour.

One mark for a partially satisfactory answer, such as only one of the elements of the definition.

0	7	Explain the difference between the expressive role and the instrumental role (Item 2A).	<i>(4 marks)</i>
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Four marks for a satisfactory explanation, such as:

- the expressive role is the caring, nurturing role
- the instrumental role is the breadwinner role.

Two marks for transposing the explanations.

One mark for each of **two** partially satisfactory explanations, such as reference to housework or decision-making.

0	8	Suggest three ways in which the differences between children and adults are becoming less clear in society today.	<i>(6 marks)</i>
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Two marks for each of **three** ways suggested, such as:

- children have more access to the adult world via the media
- greater commercialisation of childhood
- aspects of 'youth culture' increasingly enjoyed by adults
- rise of lifelong learning means that education no longer confined to childhood years
- economic dependency on parents more likely to be carried on into adulthood.

One mark for each of **three** partially appropriate answers, such as an example of the above, eg children may watch over-18 films.

0 | 9

Examine the reasons for, and the effects of, changes in family size over the past 100 years or so. (24 marks)

0 No relevant points.

1 – 9 Answers in this band will show only limited knowledge and understanding and show very limited interpretation, application, analysis or evaluation.

Lower in the band, there may be one or two very insubstantial points, for example about families with little understanding of relevant issues.

Higher in the band, answers will show limited, undeveloped sociological knowledge, for example two or three insubstantial points about changes in the family. Interpretation of material may be simplistic, or at a tangent to the question. Analysis and/or evaluation will be very limited or non-existent.

10 – 18 Answers in this band will show reasonable knowledge and understanding and will show limited interpretation, application, analysis and/or evaluation.

Lower in the band, this may be confined to a competent if basic account, for example of one of the reasons (eg children no longer an economic asset) that have led to changes in family size. Interpretation may be limited and not be applied explicitly to the demands of the question; for instance, answers may indiscriminately describe material on family diversity.

Higher in the band, knowledge will be broader and/or deeper, and will begin to consider both reasons for, and effects of, changes in family size, although both aspects may not be considered equally. Material will be interpreted accurately, though at times its relevance may not always be made explicit. There may be some limited analysis and/or evaluation, for instance of different factors. However, this is **not** a requirement to reach the top of this band.

19 – 24 Answers in this band will show sound, conceptually detailed knowledge and understanding of sociological material on the reasons for, and the effects of, changes in family size over the last 100 years or so. This will be accurately and sensitively interpreted and applied to the demands of the question. The student will show the ability to organise material and to analyse and/or evaluate it explicitly so as to produce a coherent and relevant answer.

Concepts and issues such as the following may appear: compulsory education; changing attitudes; geographical mobility; changing role of women; extended family; child-centredness; divorce; access to contraception; the welfare state; the cost of children; family diversity; decline in infant mortality; dual-worker households; the dependency ratio; ageing population; impact on public services. Analysis and evaluation may be developed, for instance by comparing the importance of particular factors or by locating the debate between different perspectives (eg feminism, New Right).

Lower in the band, answers may examine a more limited range of material.

Higher in the band, answers may be more detailed and complete, and/or may show a clear rationale in the organisation of material leading to a distinct conclusion.

Sources may include: Allan and Crow; Brannen; Chester; Macionis and Plummer; Morgan; Parsons; Pilcher; Somerville; Young and Willmott.

1 | 0

Using material from **Item 2B** and elsewhere, assess sociological views of the impact of government policies and laws on family life. (24 marks)

0 No relevant points.

1 – 9 Answers in this band will show only limited interpretation, application, analysis or evaluation, and will show only limited knowledge and understanding.

Lower in the band, there may be one or two very insubstantial points about divorce, or material ineffectually recycled from Item 2B with little understanding of relevant issues.

Higher in the band, answers will show limited, undeveloped sociological knowledge, for example two or three insubstantial points about a family policy. Interpretation of material may be simplistic or at a tangent to the question.

10 – 18 Answers in this band will show some reasonable, interpretation, application, analysis and/or evaluation and will show reasonable knowledge and understanding.

Lower in the band, some potentially relevant material will be presented and a broadly accurate if basic account offered, for example the impact of divorce legislation on the family, though interpretation and application to the demands of the question may remain implicit.

Higher in the band, knowledge and understanding of material will be broader and/or deeper. The answer will deal with a wider range of policies/laws and/or sociological views, and may make limited use of Item 2B (for example, to discuss the impact of the benefit system on families). Material will be accurately interpreted but its relevance may not always be made explicit. There will be some limited explicit analysis and/or evaluation, for instance of different theoretical approaches to social policy and the family.

19 – 24 In this band, analysis and evaluation will be explicit and relevant, and answers will show sound, conceptually detailed knowledge and understanding of sociological views of the impact of government policies and laws on family life, drawn from Item 2B and elsewhere. This will be accurately and sensitively interpreted and applied to the demands of the question. Students will consider a variety of views – most likely feminist, New Right.

Concepts and issues such as the following may appear: patriarchy; familism; surveillance; ideological control; gender regimes; marital breakdown; family structure; family diversity; welfare dependency; underclass; reserve army of labour. Laws/policies on abortion, divorce, contraception, reproductive technology, marriage, adoption, pensions, benefits, taxes, education, childcare, child protection, sexuality, immigration may be discussed. Analysis and evaluation may be developed, for instance by comparing the impact of different policies/laws or by discussing perspectives on social policy and the family (eg New Right, feminist, functionalist).

Lower in the band, interpretation and application may be less selective and analysis and evaluation less developed and more list-like.

Higher in the band, interpretation and application will be more focused and analysis and/or evaluation more thorough, and answers may show a clear rationale in the organisation of material leading to a distinct conclusion.

Sources may include: Abbott and Wallace; Allan; Condry; Donzelot; Drew; Fletcher; Gittins; Land; Leonard; Lister; Murray; Parker; Smart and Neale; Wilson.
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Section C: Wealth, Poverty and Welfare

Total for this section: 60 marks

1	1	Suggest two problems of measuring wealth (Item 3A).	<i>(4 marks)</i>
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Two marks for each of **two** appropriate problems, such as:

- concealment of assets
- fluctuating value of assets
- everyday possessions are not counted
- problems of defining wealth
- out of date data if estates method is used
- no need to declare wealth.

One mark for each of **two** partially appropriate answers, such as 'out of date'.

1	2	Suggest two ways in which wealthy individuals are able to remain wealthy, apart from that mentioned in Item 3A .	<i>(4 marks)</i>
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Two marks for each of **two** appropriate ways, such as:

- by working extremely hard
- some rich people have a particular talent or ability that enables them to generate wealth
- by avoiding paying tax on their wealth
- the wealthy are able to use their wealth to generate even more
- by exploiting their workforce.

One mark for each of **two** partially appropriate answers, such as 'exploitation'.

No marks for 'absence of wealth tax' or similar.

1	3	Suggest two criticisms of the concept of relative poverty.	<i>(4 marks)</i>
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Two marks for each of **two** appropriate criticisms suggested, such as:

- involves subjective judgements
- makes comparisons difficult
- relative poverty can increase even though individuals become better off/about inequality rather than poverty
- ignores individual choices.

One mark for each of **two** partially appropriate answers, such as 'does not measure true poverty'.

1 4

Examine the reasons why women are more likely than men to experience poverty.
(24 marks)

0 No relevant points.

1 – 9 Answers in this band will show only limited knowledge and understanding and show very limited interpretation, application, analysis or evaluation.

Lower in the band, there may be one or two very insubstantial points, for example about poverty, with little understanding of relevant issues.

Higher in the band, answers will show limited, undeveloped sociological knowledge, for example two or three insubstantial points about poverty and gender. Interpretation of material may be simplistic, or at a tangent to the question, for example an account of the effects of poverty. Analysis and/or evaluation will be very limited or non-existent.

10 – 18 Answers in this band will show reasonable knowledge and understanding and will show limited interpretation, application, analysis and/or evaluation.

Lower in the band, this may be confined to a competent if basic account, for example of some of the reasons women experience poverty. Interpretation may be limited and not be applied explicitly to the demands of the question; for instance, answers may indiscriminately describe theories of poverty or studies of poverty.

Higher in the band, knowledge will be broader and/or deeper, and will begin to identify a wider range of reasons. Material will be interpreted accurately, though its relevance may not always be made explicit. There may be some limited analysis and/or evaluation, for instance making links between various explanations. However, this is **not** a requirement to reach the top of this band.

19 – 24 Answers in this band will show sound, conceptually detailed knowledge and understanding of sociological material on the reasons why women are more likely than men to experience poverty. This will be accurately and sensitively interpreted and applied to the demands of the question. The student will show the ability to organise material and to analyse and/or evaluate it explicitly to produce a coherent and relevant answer.

Concepts and issues such as the following may appear: patriarchy; dual labour market; reserve army of labour; sex discrimination; glass ceiling; traditional gender roles; lone parents; part-time work; access to pensions; life expectancy; welfare benefits; informal care; child care; educational opportunities and choices. Analysis and evaluation may be developed, for instance through considering the usefulness of the different explanations or the experiences of different groups of women across class, gender, age etc. Students may locate these and other issues within a theoretical framework (eg feminist, functionalist, New Right, Marxist, social democratic).

Lower in the band, answers may examine a more limited range of material.

Higher in the band, answers may be more detailed and complete, and/or may show a clear rationale in the organisation of material leading to a distinct conclusion.

Sources may include: Barron and Norris; Beechey; Giddens; Glendinning and Millar; Field; Flaherty et al; Levitas et al; Lister; McDowell; Murray; Toynbee.

1 | 5

Using material from **Item 3B** and elsewhere, assess the view that welfare benefits should be targeted at the poor rather than available to everyone. (24 marks)

0 No relevant points.

1 – 9 Answers in this band will show only limited interpretation, application, analysis or evaluation, and will show only limited knowledge and understanding.

Lower in the band, there may be one or two very insubstantial points about welfare, or material ineffectually recycled from Item 3B with little understanding of relevant issues.

Higher in the band, answers will show limited, undeveloped sociological knowledge, for example two or three insubstantial points about types of benefit. Interpretation of material may be simplistic or at a tangent to the question, for example drifting into a weak account of the welfare state.

10 – 18 Answers in this band will show some reasonable interpretation, application, analysis and/or evaluation and will show reasonable knowledge and understanding.

Lower in the band, some potentially relevant material will be correctly presented and a broadly accurate if basic account offered, for example of the poverty trap, though interpretation and application to the demands of the question may remain implicit, for example focusing on different types of benefits without relating it to the issue of targeted versus universal benefits.

Higher in the band, knowledge and understanding of material will be broader and/or deeper. The answer will deal with both views of the benefit system though not necessarily equally and may make limited use of Item 3B (eg to discuss the cost implications of universal benefits). Material will be accurately interpreted, but its relevance may not always be made explicit. There will be some limited analysis and/or evaluation, for instance of means testing and the poverty trap.

19 – 24 In this band, analysis and evaluation will be explicit and relevant, and answers will show sound, conceptually detailed knowledge and understanding of sociological material on the different sociological approaches to the view that welfare benefits should be targeted at the poor rather than available to everyone, drawn from Item 3B and elsewhere. This will be accurately and sensitively interpreted and applied to the demands of the question. Students will consider a variety of views such as New Right, social democratic.

Concepts and issues such as the following may appear: culture of poverty; poverty trap; underclass; dependency culture; social exclusion; selective/targeted benefits; cycle of deprivation; the welfare state; stigma; administration costs; scroungerphobia; universalism; citizenship rights; two-tier welfare system; the Third Way. Analysis and evaluation may be developed, for instance by discussing the relative merits of different approaches to welfare.

Lower in the band, interpretation and application may be less selective and analysis and evaluation less developed and more list-like.

Higher in the band, interpretation and application will be more focused and analysis and/or evaluation more thorough, and answers may show a clear rationale in the organisation of material leading to a distinct conclusion.

Sources may include: Alcock; Barry; Bartholomew; Dean and Taylor-Gooby; Giddens; Hills; Jordan; Marsland; Murray; Page; Pierson; Titmuss; Townsend.

ASSESSMENT GRIDS FOR A LEVEL SOCIOLOGY UNIT 1 (SCLY1)**Examination Series: January 2012****Culture and Identity**

				ASSESSMENT OBJECTIVES		
Questions				AO1	AO2	Total
	0	1		1	1	2
	0	2		2	2	4
	0	3		3	3	6
	0	4		14	10	24
	0	5		10	14	24
Total				30	30	60

Families and Households

				ASSESSMENT OBJECTIVES		
Questions				AO1	AO2	Total
	0	6		1	1	2
	0	7		2	2	4
	0	8		3	3	6
	0	9		14	10	24
	1	0		10	14	24
Total				30	30	60

Wealth, Poverty and Welfare

				ASSESSMENT OBJECTIVES		
Questions				AO1	AO2	Total
	1	1		2	2	4
	1	2		2	2	4
	1	3		2	2	4
	1	4		14	10	24
	1	5		10	14	24
Total				30	30	60

Converting Marks into UMS marks

Convert raw marks into Uniform Mark Scale (UMS) marks by using the link below.

UMS conversion calculator www.aqa.org.uk/umsconversion